

DOCUMENT RESUME

ED 373 546

FL 022 229

TITLE CLAD/BCLAD Examinations. Test Specifications.
INSTITUTION California Commission on Teacher Credentialing,
Sacramento.
PUB DATE Dec 93
NOTE 27p.; Developed by the Bilingual Crosscultural
Advisory Panel, the BCLAD Language/Culture Subpanels
and staff of the Commission.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation
Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Bilingual Education; Cultural Awareness; Elementary
Secondary Education; *English (Second Language);
Language Skills; Limited English Speaking; *Native
Language Instruction; *Second Language Instruction;
Second Language Learning; State Standards; *Teacher
Certification; Teaching Methods

IDENTIFIERS *California

ABSTRACT

This draft handbook provides descriptions and summaries of the six tests that California elementary and secondary teachers must pass to earn the Crosscultural, Language, and Academic Development (CLAD) or Bilingual, Crosscultural, Language, and Academic Development (BCLAD) certificates. The six tests include: (1) "Language Structure and First- and Second-Language Development"; (2) "Methodology of Bilingual, English Language Development, and Content Instruction"; (3) "Culture and Culture Diversity"; (4) "Methodology for Primary Language Instruction"; (5) "The Culture of Emphasis"; and (6) "The Language of Emphasis." Each description and summary outlines the skills covered by the test and the weights given to specific categories of skills in the grading of the test. Tests one through four are in English and are the same for each language certification. Test five is in English but focuses on a specific target culture. Test six is the target language. (MDM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

The CLAD/BCLAD Examinations

Test Specifications

Developed by the Bilingual Crosscultural Advisory Panel, the
BCLAD Language/Culture Subpanels, and Staff of the California
Commission on Teacher Credentialing

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Robert
Carlson

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OEI position or policy.

DRAFT

December 1993

DRAFT

FL022229

Table of Contents

Summary of the CLAD/BCLAD Examinations	1
Specifications for the CLAD/BCLAD Examinations.....	2
Test 1. Language Structure and First- and Second-Language Development.....	2
Test 2. Methodology of Bilingual, English Language Development, and Content Instruction	4
Test 3. Culture and Cultural Diversity	8
Test 4. Methodology for Primary Language Instruction	11
Test 5. The Culture of Emphasis.....	11
Test 5. The Culture of Emphasis: Persons of Latino Origin.....	12
Test 6. The Language of Emphasis	14
The Listening Component.....	15
The Reading Component.....	17
The Speaking Component.....	18
The Writing Component.....	21
Summary of Test 6.....	24

Summary of the CLAD/BCLAD Examinations

The (Bilingual) Crosscultural Language and Academic Development (CLAD/BCLAD) Examinations consist of six tests. The examinations are briefly described below. Detailed specifications for each of the six tests follow.

Test 1. Language Structure and First- and Second-Language Development

Test 1 covers theories and factors in first- and second-language development, universals and differences in language structure and use, and structure and use of the English language. This test is in English, consists of multiple-choice questions, and takes one hour.

Test 2. Methodology of Bilingual, English Language Development, and Content Instruction

Test 2 covers theories and methods of (a) bilingual education needed by all teachers of limited-English-proficient students (not just bilingual teachers), (b) instruction for English language development (also known as English as a second language, or ESL), and (c) specially designed content instruction delivered in English (e.g., sheltered instruction). Methods of language and content area assessment are also covered. Test 2 is in English, includes multiple-choice questions and one essay, and takes one hour and forty minutes.

Test 3. Culture and Cultural Diversity

Test 3 covers the nature of culture, aspects of culture that teachers should learn about their students, ways to learn about students' cultures, ways teachers can use cultural knowledge, cultural contact, and cultural diversity in California and the United States. This test is in English. It does not focus on any specific cultural group but on culture in general and its impact on education. Test 3 includes multiple-choice questions and one essay. It takes one hour and thirty minutes.

Test 4. Methodology for Primary Language Instruction

Test 4 covers instructional delivery in bilingual classrooms and factors to consider in the selection and use of primary language materials for instruction and assessment. Test 4 is in English and is "language-generic," that is, it does not focus on any specific language. It consists of multiple-choice questions and takes fifty minutes.

Test 5. The Culture of Emphasis

Test 5 focuses on the culture associated with the teacher's language of emphasis. (See Test 6.) This test covers the origins and characteristics of the culture of emphasis and the major historical periods and events, demography, migration and immigration, and contributions of the culture of emphasis in California and the United States. There are many Test 5s, each in English and each based on a specific cultural group.* Each Test 5 consists of multiple-choice questions and takes one hour.

* The only specifications for Test 5 that have been developed to date and that are included here are those for Test 5 for Persons of Latino Origin. The development of specifications for Test 5s for the following language groups will begin soon, and the exams are expected to be ready by the fall of 1994, when the other CLAD/BCLAD Tests are ready: Armenian, Cantonese/Mandarin, Hmong, Khmer, Korean, Pilipino, and Vietnamese.

Test 6. The Language of Emphasis

Test 6 focuses on the language in which the teacher wishes to be authorized to provide primary language instruction. This test assesses proficiency in the language of emphasis in the areas of listening, speaking, reading, and writing. Each component of Test 6 has its own passing score, and each component has to be passed. There are many Test 6s, each focusing on a different language.* Each Test 6 includes the following:

- Listening Component: Examinees listen to samples of oral language, in the language of emphasis, on audio tape and answer multiple-choice questions about each sample. Approximate testing time: 15 minutes.
- Reading Component: Examinees read passages in the language of emphasis and answer multiple-choice questions about each passage. Approximate testing time: 45 minutes.
- Speaking Component: Examinees are given (a) prompts to which they are to respond orally in the language of emphasis and (b) passages in the language of emphasis that they are to read aloud. Responses are tape recorded. Approximate testing time: 15 minutes.
- Writing Component: Examinees are given (a) prompts to which they are to respond in writing in the language of emphasis and (b) a passage written in English that they are to translate into the language of emphasis. Approximate testing time: 60 minutes.

Specifications for the CLAD/BCLAD Examinations

The following specifications serve as the "blueprints" for the CLAD/BCLAD Examinations. They describe the content and format of each of the six tests. All test questions will be congruent with the specifications. The specifications are a valuable source of information to both (a) prospective examinees, who can use them in preparing for the exams, and (b) teacher trainers in school districts, county offices of education, colleges, and universities, who can use them to design training programs.

Test 1. Language Structure and First- and Second-Language Development

Test 1 covers theories and factors in first- and second-language development, universals and differences in language structure and use, and structure and use of the English language. This test is in English and consists of 50 multiple-choice questions. Examinees are given one hour to complete this test.

The following outline delineates the knowledge and skill areas covered on Test 1. The weights indicate the approximate relative emphasis that each major knowledge/skill area is given on the test. For example, approximately 25% of the questions on the test cover the skills and knowledge in section I of the outline below. Many of the test questions, however, assess knowledge and skills associated with more than one element in the outline.

* Test 6s are currently being developed, and expected to be ready for initial administration in the fall of 1994, for Armenian, Cantonese, Hmong, Khmer, Korean, Mandarin, Pilipino, Spanish, and Vietnamese.

Weight

25 %

- I. Language Structure and Use: Universals and Differences (including the structure of English)
 - A. The sound systems of language (phonology)
 - B. Word formation (morphology)
 - C. Syntax
 - D. Word meaning (semantics)
 - E. Language in context
 - F. Written discourse
 - G. Oral discourse
 - H. Nonverbal communication
 - I. Language variation
 - 1. Variations within a language
 - 2. Variations over time

75 %

II. Theories and Factors in First- and Second-Language Development

5 %

- A. Historical and current theories and models of language that have implications for second-language development and pedagogy

25 %

- B. Psychological factors affecting first- and second-language development
 - 1. Affective
 - a. Motivation
 - b. Attitudes
 - c. Anxiety
 - d. Self-esteem
 - 2. Cognitive
 - a. Cognitive/academic language proficiency (CALP)
 - (1) Common underlying proficiency (CUP)
 - (2) Transfer of learning
 - (3) Context reduced/context embedded
 - b. Monitor
 - c. Interlanguage
 - (1) Transfer: positive and negative (including limits of contrastive analysis)
 - (2) Communication strategies
 - (3) Age
 - (4) Learning strategies (e.g., over-generalization)
 - (5) Stages of development (natural order)
 - (6) Code-switching
 - d. Types of bilingualism and their related cognitive effects
 - (1) Proficient bilingualism
 - (2) Partial bilingualism
 - (3) Limited bilingualism

25 %

- C. Socio-cultural and political factors affecting first- and second-language development
 - 1. Differential status of languages
 - 2. Value systems
 - 3. Dialects and standard languages
 - 4. Acculturation patterns
 - 5. Language environment
 - 6. Language policy (e.g., official languages)

- 20% D. Pedagogical factors affecting first- and second-language development
1. Learning/acquisition (formal/informal)
 2. Input (comprehensible)
 3. Output
 4. Natural order
 5. Communicative competence

Test 2. Methodology of Bilingual, English Language Development, and Content Instruction

Test 2 covers theories and methods of (a) bilingual education needed by all teachers of limited-English-proficient students (not just bilingual teachers), (b) instruction for English language development (also known as English as a second language, or ESL), and (c) specially designed content instruction delivered in English (e.g., sheltered instruction). Methods of language and content area assessment are also covered. Test 2 is in English. It includes 50 multiple-choice questions, for which examinees will be given one hour to complete, and one 40-minute essay.

The following outline delineates the knowledge and skill areas covered on Test 2. The weights indicate the relative emphasis that each major knowledge/skill area is given on the multiple-choice section of the test. For example, approximately 8% of the questions on the test cover the skills and knowledge in section IA of the outline below. Many of the test questions, however, assess knowledge and skills associated with more than one element in the outline.

The sections of the outline on which the essay question may be based are indicated with an asterisk. Essay questions require the integration of more than one element in the outline.

Weight

- | | |
|------|--|
| 27 % | I. Theories and Methods of Bilingual Education |
| 8 % | A. Foundations |
| | <ol style="list-style-type: none"> 1. Historical development (including politics of bilingual education and ESL, views and attitudes about bilingualism, the English-only movement) 2. Legal evolution <ol style="list-style-type: none"> a. Federal law b. State law and policy c. Judicial decisions *3. Empowerment/deficit issues <ol style="list-style-type: none"> a. Creating a positive affective environment that values cultural and linguistic diversity b. Underachievement c. The stereotype of overachievement d. Drop outs e. Special education placement f. Retention/promotion g. Tracking h. Segregation i. Compensatory education j. Parent and community participation |

12%

***B. Programs for limited-English-proficient students**

1. Types of programs
 - a. Submersion (with or without ESL)
 - b. ESL (with or without specially designed content instruction delivered in English)
 - c. Structured immersion
 - d. Transitional bilingual programs
 - (1) Early-exit
 - (2) Late-exit
 - e. Maintenance bilingual programs
 - (1) Two-way
 - (2) Enrichment immersion (e.g., French Canadian model, restorative model)
2. Program characteristics
 - a. Goals
 - b. Philosophy/assumptions
 - c. Language components
 - (1) L1/L2 literacy
 - (2) Content in L1/L2
 - (3) L1/L2 oral language
 - (4) Primary language support
 - d. Class composition
 - e. Length of program
 - f. Exit criteria
3. Program effectiveness
4. Placement of students in instructional settings/programs (including Newcomer Centers)

7%

***C. Instructional strategies**

1. Language management
 - a. Use of L1
 - b. Use of L2
2. Classroom organization
 - a. Grouping
 - (1) Flexible (e.g., heterogeneous, homogeneous)
 - (2) Cooperative learning
 - b. Teacher- vs. student-centered activities
 - c. Dual language
 - (1) Alternate day/week; divided day
 - (2) Preview-review
3. Team teaching, peer tutoring, and working with paraprofessionals
 - a. Planning time
 - b. Articulation
 - c. Evaluation

63%

II. Theories and Methods for Instruction In and Through English

20%

***A. Teacher delivery for both English language development and content instruction**

1. Comprehensible input
 - a. Contextualizing language
 - b. Language modification (not simplification)
 - (1) Vocabulary

- (2) Speed
 - (3) Stress
 - (4) Intonation
 - c. Paraphrase and repetition
 - d. Use of media, realia, manipulatives, and other modalities
 - 2. Comprehension checks
 - 3. Appropriate questioning strategies (e.g., wait time, framing of questions, how students are selected to respond)
 - 4. Treatment of errors
 - 5. Treatment of grammar
 - 6. Making learning strategies explicit for students (e.g., Cognitive Academic Language Learning Approach, CALLA)
 - 7. Selection of materials
- 20% *B. Approaches with a focus on English language development
- 1. Teacher delivery (See A above.)
 - 2. English-as-a-second-language methods
 - a. Total Physical Response Approach
 - b. Natural Approach
 - c. Communicative Approach
 - d. Content-based approach (content-based ESL)
 - e. Less effective methods and approaches
 - (1) Audio-Lingual Approach
 - (2) Grammar translation
 - (3) Direct method
 - 3. Listening and speaking
 - a. Discourse strategies (e.g., markers, organization, tone)
 - b. Strategies to maximize comprehensibility
 - (1) Clarification checks
 - (2) Pacing
 - (3) Alternate vocabulary, structure, and sounds
 - (4) Making speech intelligible
 - (a) Stress
 - (b) Intonation
 - (c) Reduced forms
 - (d) Segmentals
 - 4. Writing
 - a. Writing process
 - (1) Pre-writing (mapping)
 - (2) Writing
 - (3) Editing
 - b. Transferring L1 to L2 literacy
 - (1) Rhetorical structures (e.g., circular, linear)
 - (2) Discourse strategies (e.g., genre, audience, purpose)
 - c. Orthography
 - 5. Reading
 - a. Pre-reading
 - b. Initial reading instruction
 - (1) Synthetics (e.g., phonics)
 - (2) Eclectic (e.g., basal)
 - (3) Analytic (e.g., whole language)
 - c. Discourse strategies (e.g., genre, audience, purpose)
 - d. Literature-based curriculum
 - e. Techniques for students without literacy in L1 or L2
 - f. Transferring L1 to L2 literacy

23%

*C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)

1. Goals

- a. To provide comprehensible grade-level instruction in the whole curriculum
- b. To provide English language development

2. Planning

- a. Incorporation of student background knowledge (schema) and experiences
- b. Use of an additive cultural approach in selecting, adapting, and sequencing materials
- c. Selection of activities and strategies that are appropriate to students' developing language abilities, including use of L1
- d. Selection of activities and strategies that allow students to demonstrate achievement in a variety of ways
- e. Selection and contextualization of key concepts and of language that encodes those concepts
- f. Incorporation of primary language resources (e.g., books, dictionaries, peer coaching, cooperative groups)

3. Teacher delivery (See A above.)

4. Interaction

- a. Use of L1 and L2
 - (1) Introduction of new concepts
 - (2) Allowing students to express meaning in a variety of ways
 - (3) Primary language support
- b. Grouping for special purposes
 - (1) For empowerment and self-esteem
 - (2) For access to content
 - (3) For socialization (e.g., role assignments within a group)
 - (4) For academic achievement and development of thinking skills
 - (5) For language development

10%

III. Language and Content Area Assessment

2%

*A. Purpose

1. Proficiency
2. Diagnosis, placement
3. Achievement
4. Promotion

2%

B. Methods

1. Performance-based (including portfolios)
2. Standardized tests
 - a. Criterion-referenced
 - b. Norm-referenced
3. Teacher observation and evaluation

3%

C. State mandates

1. Identification
 - a. Process
 - b. Instruments and criteria
2. Placement
 - a. Process
 - b. Instruments and criteria

- 3. Redesignation/exit
 - a. Process
 - b. Instruments and criteria
- 2% *D. Limitations of assessment
 - 1. Situations
 - a. Anxiety
 - b. Time
 - c. Space (e.g., personal distance)
 - 2. Instruments in L1 and L2
 - a. Equivalence between L1 and L2 versions
 - b. Cultural bias
 - c. Linguistic bias
 - (1) Geographic
 - (2) Dialectal
 - (3) Language-specific bias (i.e., bias created when a test developed for use with one language is used with another language)
 - 3. Interpretation (e.g., relative emphasis of language proficiency vs. content knowledge)
- 1% E. Technical concepts
 - 1. Validity
 - 2. Reliability

Test 3. Culture and Cultural Diversity

Test 3 covers the nature of culture, aspects of culture that teachers should learn about their students, ways to learn about students' cultures, ways teachers can use cultural knowledge, cultural contact, and cultural diversity in California and the United States. This test is in English. It does not focus on any specific cultural group but on culture in general and its impact on education. Test 3 includes 40 multiple-choice questions, for which examinees will be given 50 minutes to complete, and one 40-minute essay.

The following outline delineates the knowledge and skill areas covered on Test 3. The weights indicate the relative emphasis that each major knowledge/skill area is given on the test. For example, approximately 3% of the questions on the test cover the skills and knowledge in section IA of the outline below. Many of the test questions, however, assess knowledge and skills associated with more than one element in the outline.

The sections of the outline on which the essay question may be based are indicated with an asterisk. Essay questions require the integration of more than one element in the outline.

Weight

- | | |
|-----|--|
| 15% | I. The Nature of Culture |
| 3% | A. Definitions of culture |
| 3% | B. Perceptions of culture <ul style="list-style-type: none"> 1. Cultural relativism 2. Cultural universalism |
| 4% | C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures) |
| 3% | D. Physical geography and its effects on culture |
| 2% | E. Cultural congruence |

- 35 % *II. Manifestations of Culture: Learning About Students
- 20 % A. What teachers should learn about their students
1. Values, beliefs, religion, and law
 - a. Social customs and mores
 - (1) Time
 - (2) Space
 - (3) Food preferences
 - (4) Individualism vs. cooperation
 - (5) Naming and forms of address
 - (6) Symbolic systems (intrinsic and extrinsic behaviors)
 - b. Rites, rituals, and ceremonies
 - c. Work and leisure systems
 - d. Health and medicine
 - e. Institutional influences: political, economic, legal, and religious
 - f. Educational systems
 2. Roles and status
 - a. Gender
 - b. Social class
 - c. Age
 - d. Occupation
 - e. Educational level
 3. Family socialization
 4. Learning styles
 - a. Cooperation vs. competition
 - b. Individual vs. group
 - c. Learning modalities
 5. Humanities and the arts (all forms)
 6. Communication systems
 - a. Verbal and nonverbal (including proxemics and eye contact)
 - b. Role and nature of questions
 - c. Role of silence
 - d. Discourse styles
- 5 % B. How teachers can learn about their students
1. Techniques
 - a. Observations
 - b. Home visits
 - c. Interviews
 2. Sources
 - a. Students
 - b. Parents
 - c. Community
- 10 % C. How teachers can use what they learn about their students (culturally responsive pedagogy)
1. Teaching styles
 2. Teacher-student interactions
 3. Classroom organization
 4. Curriculum
 5. Parental involvement

- 30 % III. Cultural Contact**
- 10% A. Concepts of cultural contact
1. Assimilation
 2. Accommodation
 3. Acculturation/enculturation
 4. Deculturalization
 5. Pluralism
 6. Biculturalism
 7. Intergroup differences
- 5% B. Stages of acculturation
1. Euphoria
 2. Culture shock
 3. Adaptation
- 10% *C. The dynamics of prejudice
1. Racism, ethnocentrism, and pride
 2. Stereotypes and discrimination
 3. Institutional racism
- 5% *D. Strategies for managing crosscultural contact
1. Conflict
 2. Culturally insensitive behavior
- 20 % IV. Cultural Diversity in U.S. and California**
- 5% A. Historical perspectives
1. Contributions
 2. Exploitation (superordination/subordination relationships)
- 5% B. Demography
1. Nature
 2. Impact
- 10% C. Migration and immigration
1. Characteristics: who, origins, and destinations
 2. Causes: push/pull
 - a. United States foreign policy
 - b. Political
 - c. Religious
 - d. Economic
 - e. Physical geography
 - f. Family and friendship networks (chain migration)
 3. Law and policy
 - a. Past and present
 - b. Legal status
 - (1) Documented
 - (2) Undocumented
 - (3) Refugee
 4. Resources available to immigrants
 - a. Religious
 - b. Social services
 - c. Community groups, formal and informal

Test 4. Methodology for Primary Language Instruction

Test 4 covers instructional delivery in bilingual classrooms and factors to consider in the selection and use of primary language materials for instruction and assessment. Test 4 is in English and is "language-generic," that is, it does not focus on any specific language. It consists of 40 multiple-choice questions and examinees are given 50 minutes to complete the test.

The following outline delineates the knowledge and skill areas covered on Test 4. The weights indicate the relative emphasis that each major knowledge/skill area is given on the test. For example, approximately 70% of the questions on the test cover the skills and knowledge in section I of the outline below. Many of the test questions, however, assess knowledge and skills associated with more than one element in the outline.

Weight

- | | | |
|------|-----|---|
| 70 % | I. | Instructional Delivery |
| 35 % | A. | Organizational strategies |
| | | 1. Preview-review |
| | | 2. Alternate day/week; divided day |
| | | 3. Less effective strategy: concurrent translation |
| 35 % | B. | Use of L1 and L2: Relationship between the two, and transfer from L1 to L2 |
| | | 1. L1/L2 literacy |
| | | 2. Content in L1/L2 |
| | | 3. L1/L2 oral language |
| | | 4. Primary language support |
| 30 % | II. | Selection and Use of Primary Language Materials for Instruction and Assessment |
| 15 % | A. | Content and language relevance (country of origin) |
| | | 1. Applicability to California curriculum frameworks |
| | | 2. Generalizability to larger population with language and dialectal variations |
| 15 % | B. | Adaptation |
| | | 1. Supplementary materials |
| | | 2. Exemplify, paraphrase, gloss, amplify, etc., language |

Test 5. The Culture of Emphasis

Test 5 focuses on the culture associated with the teacher's language of emphasis. (See Test 6.) This test covers the origins and characteristics of the culture of emphasis and the major historical periods and events, demography, migration and immigration, and contributions of the culture of emphasis in California and the United States. There are many Test 5s, each in English and each based on a specific cultural group. (See footnote on page 1.) Each Test 5 consists of 50 multiple-choice questions and examinees are given one hour to complete the test.

Test 5. The Culture of Emphasis: Persons of Latino Origin

The following outline delineates the knowledge and skill areas on the Test 5 covering persons of Latino origin. The weights indicate the relative emphasis that each major knowledge/skill area is given on the test. For example, approximately 5% of the questions on the test cover the skills and knowledge in section IA of the outline below. Many of the test questions, however, assess knowledge and skills associated with more than one element in the outline.

Weight

50 %	I.	Persons of Latino Origin: Origins and Characteristics*
5 %	A.	Major historical periods and events
10 %	B.	Values, beliefs, religion, and law
	1.	Social customs and mores
	a.	Time
	b.	Space
	c.	Individualism vs. cooperation
	d.	Symbolic systems (intrinsic and extrinsic behavior)
	2.	Rites, rituals, and ceremonies
	3.	Work and leisure systems
	4.	Health and medicine
	5.	Institutional influences: political, economic, legal, and religious
	6.	Educational systems
	a.	Informal: childrearing and socialization
	b.	Formal: schooling and other institutions
10 %	C.	Communication systems
	1.	Greetings and saying good-bye
	a.	Verbal
	b.	Nonverbal
	2.	Apologies
	3.	Complimenting
	4.	Naming and forms of address
	5.	Agreeing and disagreeing
	6.	Turn taking and overlapping
	7.	Eye contact
	8.	Proxemics
10 %	D.	Demographics, roles, and status
	1.	Gender
	2.	Social class
	3.	Age
	4.	Occupation
	5.	Educational level
	6.	Racial/ethnic
10 %	E.	Family structure and socialization
5 %	F.	Humanities and the arts (all forms)

* Of primary interest in section I are Mexicans, Central Americans, South Americans (in general), Cubans, and Puerto Ricans. Section I focuses on the commonalities in culture among these groups in their home country.

50 %	II.	Persons of Latino Origin in the United States and California*
8 %	A.	Major historical periods and events: 1848 to present
5 %	B.	Demography
		1. Nature
		2. Impact
9 %	C.	Migration and immigration
		1. Characteristics: who, origins, and destinations
		2. Causes: push/pull
		a. United States foreign policy
		b. Political
		c. Religious
		d. Economic
		e. Physical geography
		f. Family and friendship networks (chain migration)
		3. Law and policy
		a. Past and present
		b. Legal status
		(1) Documented
		(2) Undocumented
		(3) Refugee
		4. Resources available to immigrants
		a. Religious
		b. Social services
		c. Community groups, formal and informal
9 %	D.	Contributions
		1. Arts and humanities
		2. Political and legal
		3. Cultural
		4. Social
		5. Economic
10 %	E.	Relationship between Latino culture and the dominant culture
		1. Relative status
		a. Socioeconomic
		b. Racial and ethnic
		c. Linguistic
		d. Educational
		2. Cultural conflicts
		3. Mutual influence
8 %	F.	Relationships among different Latino groups
		1. Relative status
		a. Socioeconomic
		b. Racial and ethnic
		c. Linguistic
		d. Educational
		2. Cultural conflicts

* Of primary interest in section II are persons of Latino origin in California and the United States since 1848.

Test 6. The Language of Emphasis

Test 6 focuses on the language in which the teacher wishes to be authorized to provide primary language instruction. This test assesses proficiency in the language of emphasis in the areas of listening, reading, speaking, and writing. Each component of Test 6 has its own passing score, and each component has to be passed. There are many Test 6s, each focusing on a different language. Each Test 6 includes the following:

- Listening Component: Examinees listen to samples of oral language, in the language of emphasis, on audio tape and answer multiple-choice questions about each sample. Approximate testing time: 15 minutes.
- Reading Component: Examinees read passages in the language of emphasis and answer multiple-choice questions about each passage. Approximate testing time: 45 minutes.
- Speaking Component: Examinees are given (a) prompts to which they are to respond orally in the language of emphasis and (b) passages in the language of emphasis that they are to read aloud. Responses are tape recorded. Approximate testing time: 15 minutes.
- Writing Component: Examinees are given (a) prompts to which they are to respond in writing in the language of emphasis and (b) a passage written in English that they are to translate into the language of emphasis. Approximate testing time: 60 minutes.

The specifications for each component of Test 6 are divided into two major parts. All components include "stimulus attributes," which describe the written or oral material presented to examinees during the exam. For the components covering receptive language skills (i.e., listening and reading), the "question attributes" describe the comprehension test questions associated with the stimulus materials. For the components covering productive language skills (i.e., speaking and writing), the stimulus attributes are accompanied by "scoring criteria," which outline the factors that will be considered when examinee responses are scored.

To the extent possible, all Test 6s conform to the same specifications, described below. Variations occur only when the nature of a particular language requires a variation. These variations, as well as clarifications related to specific languages, are included in the specifications as "language specific notes."*

Following the specifications for each component of Test 6 is a chart summarizing the key characteristics of each component.

* Representatives from the following languages have had the opportunity to provide language specific notes: Armenian, Cantonese, Hmong, Khmer, Korean, Mandarin, Pilipino, Spanish, and Vietnamese. Additional language specific notes are likely as additional language groups are consulted.

The Listening Component

Task: Understand oral language in the language of emphasis

Summary: Examinees will listen to 8 samples of oral language, in the language of emphasis, via audio tape and answer 2-3 multiple-choice questions about each sample.

Estimated Testing Time: 15 minutes

Stimulus Attributes:

1. Examinees will be presented with samples of oral language in the language of emphasis, via audio tape.
2. The listening component will consist of, in this order, 1 warm-up sample and question (unscored), 6 samples of 2-3 sentences each with their associated questions, and 2 samples of 5-8 sentences each with their associated questions.
3. Each sample will be preceded by a brief description, in the language of emphasis, of the context in which the sample takes place (e.g., The following was said to a teacher by a student who arrived late to class.) The description will identify the role of the speaker and to whom the speaker is speaking.
4. Each sample will be presented two times before its associated questions.
5. The warm-up sample will consist of 2-3 sentences. It will be followed by one multiple-choice question. Following the question, the examinee will be told the correct answer.
6. Each oral language sample will be job-related. That is, each sample will be of a type (in terms of such variables as speaker, audience, content, level of complexity, and purpose) likely to occur in a school-related context. Language samples may involve subject matter (e.g., social studies, mathematics). If so, the subject matter vocabulary and concepts will be at a basic, general level, and not at the level required by a specialist or a secondary teacher of the subject matter.
7. The set of 8 oral language samples will represent the most common variation(s) of the language of emphasis found in California. Language specific notes follow:

Armenian: Four of the language samples will be presented in Eastern Armenian, and four will be presented in Western Armenian. At the beginning of the listening component, examinees will be informed of this fact.

Hmong: Four of the language samples will be presented in Green Hmong, and four will be presented in White Hmong. At the beginning of the listening component, examinees will be informed of this fact.

Spanish: All of the language samples will be presented in standard Spanish, without the use of "vos."

Vietnamese: Four of the language samples will be presented in the variation spoken by people in Northern Vietnam, and four will be presented in the variation spoken by people in Southern Vietnam. At the beginning of the listening component, examinees will be informed of this fact.

9. The speaker will take the role of a student, teacher, paraprofessional, administrator, counselor, community person (e.g., musician, artist, business person), or parent. The speaker will be talking to either a student, teacher, paraprofessional, administrator, counselor, community person, or parent.
10. Of the 8 oral language samples, 4 will be spoken by adult females and 4 will be spoken by adult males.

Question Attributes:

1. Each 2-3 sentence oral language sample will be accompanied by 2 multiple-choice questions. Each 5-8 sentence sample will be accompanied by 3 multiple-choice questions. There will be a total of 18 questions (not counting the unscored warm-up question).
2. The questions will assess the following skills:
 - (a) Main idea: the ability to identify the main idea of a language sample in which the main idea is either stated or implied
 - (b) Cause and effect: the ability to identify either a cause of a specified effect, or an effect of a specified cause, in a language sample in which the cause and effect relationship is either stated or implied
 - (c) Detail: the ability to identify a detail (e.g., who, what, when, where) stated in a language sample

Across the 18 questions, there will be at least four of each type.

3. Each question will be followed by four response options: a correct answer and three distractors. Distractors will, as much as possible, be plausible and based on common or likely listening comprehension errors related to the oral language sample.
4. The questions and response options will be presented orally on the tape in the language of emphasis following the presentation of the language sample. Each question and its response choices will be presented one time.
5. The questions and response options will be presented in the same language variation as the oral language sample to which they pertain.
6. Each question will be a single sentence and each response option will be a word, a phrase, or a sentence.
7. Each question will be sample-dependent. That is, each question will ask about information presented or implied in the sample. Information not presented or implied in the sample will not be necessary for answering any question.
8. Examinees will respond to each question on an answer sheet.

The Reading Component

Task: Understand written language in the language of emphasis

Summary: Examinees will read 10 passages in the language of emphasis and answer 1-5 multiple-choice questions about each passage.

Estimated Testing Time: 45 minutes

Stimulus Attributes:

1. Examinees will be presented with passages written in the language of emphasis in a test booklet.
2. The reading component will consist of the following:
 - (a) 3 passages of 50-70 words each,
 - (b) 5 passages of 130-170 words each, and
 - (c) 2 passages of 230-270 words each.

Language specific notes follow:

Armenian: Five passages will be presented in Eastern Armenian, and five will be presented in Western Armenian. These will be distributed as evenly as possible across the three passage lengths. At the beginning of the reading component, examinees will be informed of these facts.

Cantonese/Mandarin: The reading component will consist of the following:

- (a) 3 passages of 75-95 characters each,
- (b) 5 passages of 150-200 characters each, and
- (c) 2 passages of 250-300 characters each.

Each passage will be presented twice: once using traditional characters and once using simplified characters. At the beginning of the reading component, examinees will be informed of this fact.

Hmong: Five passages will be presented in Green Hmong, and five will be presented in White Hmong. These will be distributed as evenly as possible across the three passage lengths. All passages will be presented using the Romanized Popular Alphabet (RPA). At the beginning of the reading component, examinees will be informed of these facts.

Spanish: All passages will be presented in standard Spanish, with the use of "vos."

3. Each passage will be preceded by a brief description of the passage, in the language of emphasis (e.g., The following is an excerpt from a memorandum from a principal to all teachers.).
4. Each passage will be job-related. That is, each passage will be about an educational topic. Passages may involve subject matter (e.g., social studies, mathematics). If so, the subject matter vocabulary and concepts will be at a basic, general level, and not at the level required by a specialist or a secondary teacher of the subject matter.

Question Attributes:

1. Each 40-60 word passage will be followed by 1-2 multiple-choice questions. Each 130-170 word passage will be followed by 2-3 multiple-choice questions. Each

230-270 word passage will be followed by 3-5 multiple-choice questions. There will be a total of 25 questions.

2. The questions will assess the following skills:

- (a) Main idea: the ability to identify the main idea of a passage in which the main idea is either stated or implied
- (b) Cause and effect: the ability to identify either a cause of a specified effect, or an effect of a specified cause, in a passage in which the cause and effect relationship is either stated or implied
- (c) Detail: the ability to identify a detail (e.g., who, what, when, where) stated in a passage
- (d) Inference: the ability to identify an outcome, a conclusion, or a generalization that is not stated in a passage but that is supported by information in the passage

- 3. Among the 25 questions, there will be at least 5 for each of the skills listed in question attribute 2 above.
- 4. Each question will be followed by four response options: a correct answer and three distractors. Distractors will, as much as possible, be plausible and based on common or likely reading comprehension errors related to the reading passage.
- 5. The questions and response options will be presented in writing in a test booklet in the language of emphasis in the same variation as the reading passage to which they pertain. (See the language specific notes in stimulus attribute 2 above.)
- 6. Each question will be a single sentence and each response option will be a word, a phrase, or a sentence.
- 7. Each question will be passage-dependent. That is, each question will ask about information presented or implied in the passage. Information not presented or implied in the passage will not be necessary for answering any question.
- 8. Examinees will respond to each question on an answer sheet.

The Speaking Component

Tasks: (a) Produce meaningful oral language in the language of emphasis
(b) Orally read written language in the language of emphasis

Summary: (a) Examinees will be given 4 prompts to which they are to respond orally in the language of emphasis. Responses will be tape recorded.
(b) Examinees will read orally 2 passages in the language of emphasis. Responses will be tape recorded.

Estimated Testing Time: 15 minutes

Part A: Responding to Prompts

Stimulus Attributes:

1. Examinees will be presented with prompts to which they are to respond orally in the language of emphasis. The prompts will be presented in English, both orally on tape and in writing in a test booklet. Responses will be tape recorded.
2. Each prompt will describe an oral task. The prompt will include the subject, purpose, and intended audience of the response. The prompt will also inform the examinee of the expected preparation time and response time. Language specific notes follow:
3. The number of tasks by type, the amount of time given examinees to prepare their response, and the amount of time given examinees for their response, are shown below:

<u>Type of Task</u>	<u>N of Prompts</u>	<u>Preparation Time</u>	<u>Response Time</u>
Warm-up (descriptive/ explanatory)	1	30 seconds	45 seconds
Descriptive/explanatory	2	30 seconds	45 seconds
Narrative	1	30 seconds	45 seconds
Persuasive	1	30 seconds	45 seconds

The warm-up task will occur first, and the response to it will not be scored. Descriptive/explanatory tasks may include giving commands and making announcements.

4. Each task will be job-related. That is, each task will be of a type (in terms of such variables as subject, purpose, audience, and level of complexity) a teacher may need to engage in while performing her professional duties. Tasks will not involve subject matter (e.g., social studies, mathematics) vocabulary and concepts.

Part B: Oral Reading

Stimulus Attributes:

1. Examinees will be presented with two written passages in the language of emphasis and be asked to read them aloud into a tape recorder. Language specific notes follow:

Armenian: One passage will be presented in Eastern Armenian, and the other will be presented in Western Armenian.

Cantonese/Mandarin: Each passage will be presented twice: once using traditional characters and once using simplified characters. The examinee can select which version to read from.

Hmong: Each passage will be presented twice: once in Green Hmong and once in White Hmong. Both versions will employ the Romanized Popular Alphabet (RPA). The examinee can select which version to read from.

Spanish: Both passages will be presented in standard Spanish, without the use of "vos."

2. Each passage will be preceded by a brief description of the passage, in writing in the language of emphasis (e.g., The following is an excerpt from a Vietnamese folk tale.).
3. Each passage will be job-related. That is, each passage will be of a type (in terms of such variables as content, level of complexity, and purpose) a teacher may read aloud while performing his professional duties. Passages may involve subject matter (e.g., social studies, mathematics). If so, the subject matter vocabulary and concepts will be at a basic, general level, and not at the level required by a specialist or a secondary teacher of the subject matter.
4. The length of each passage will range from 100-125 words. Language specific notes follow:

Cantonese/Mandarin: The length of each passage will range from 120-150 characters.
Pilipino: The length of each passage will range from 80-100 words.
5. The examinee will be given one minute to review each passage and one minute to read it aloud.

Scoring Criteria For Parts A and B

Each examinee's set of seven responses (four responses to oral prompts and two oral readings) will be scored holistically based on the extent to which the set of responses demonstrates an adequate ability to produce meaningful oral language in the language of emphasis. Scorers will be trained to consider the factors below when scoring responses. Factors in I, II, and III will be considered for the responses to prompts. Responses to prompts must be related to the prompts. Off-topic responses will not be scored. The use of English words or phrases will be acceptable in responses to prompts only when there are no exact translations or common words or phrases in the language of emphasis for the English words or phrases. Factors in III will be considered for responses to the oral readings. Delivery style will not be considered for the oral readings, unless the style hinders intelligibility.

- I. Discourse competence
 - A. syntax
 1. accuracy
 2. appropriateness for audience
 - B. pragmatics
 - C. text construction
 1. organization
 2. clarity
- II. Word choice
 - A. breadth of vocabulary
 - B. appropriateness for audience
- III. Intelligibility
 - A. pronunciation
 - B. fluency
 - C. intonation
 - D. pacing

Language specific notes follow:

Armenian: For the prompts, responses in Eastern Armenian and responses in Western Armenian are equally acceptable.

Cantonese/Mandarin: The factor "tones" will be considered when scoring responses to prompts and the oral readings. In the scoring criteria, tones is added as IIIE.

Hmong: Responses in Green Hmong and responses in White Hmong are equally acceptable.

Spanish: In their responses to prompts, examinees will be expected to use standard Spanish.

Vietnamese: Responses in the variation spoken by people in Northern Vietnam and responses in the variation spoken by people in Southern Vietnam are equally acceptable.

The Writing Component

Tasks: (a) Produce meaningful written language in the language of emphasis
(b) Translate a written passage from English into the language of emphasis

Summary: (a) Examinees will be given two prompts to which they are to respond in writing in the language of emphasis.
(b) Examinees will translate one written passage from English to the language of emphasis

Estimated Testing Time: 60 minutes

Part A: Responding to Prompts

Stimulus Attributes:

1. Examinees will be presented with prompts to which they are to respond in writing in the language of emphasis. The prompts will be presented in English in a test booklet.
2. The writing section will include 2 prompts. One prompt will describe a letter-writing task, and the other will describe an essay task. Each prompt will describe either a narrative, explanatory, or descriptive task. Language specific notes follow:

Khmer: Each prompt will specify the gender of the intended audience of the response.

Spanish: One prompt will require the use of a verb tense or tenses other than present or preterite.

3. Each prompt will be such that an acceptable response, including planning, writing, and reviewing, could be developed in 20 minutes.
4. Each task will be job-related. That is, each task will be of a type (in terms of such variables as subject, purpose, audience, and level of complexity) a teacher may need to engage in while performing her professional duties. Tasks will not involve subject matter (e.g., social studies, mathematics) vocabulary and concepts.

Part B: Translation

Stimulus Attributes:

1. Examinees will be presented with a written passage in English and be asked to translate it into the language of emphasis.
2. The passage will be preceded by a brief description of the passage, in English (e.g., The following is a letter to the parents of all students who ride a bus to school.).
3. The passage will be job-related. That is, the passage will be of a type (in terms of such variables as content, level of complexity, and purpose) a teacher may need to translate while performing his professional duties. The passage will not involve subject matter (e.g., social studies, mathematics) vocabulary and concepts.
4. The passage will have from 90 to 110 words, and will be such that an acceptable translation, including planning, writing, and reviewing, could be developed in 20 minutes. Language specific notes follow:

Khmer: The passage will have from 75-85 words.

Pilipino: The passage will have from 80-100 words.

Scoring Criteria for Parts A and B

1. Each examinee's set of three responses (a letter, an essay, and a translation) will be scored holistically based on the extent to which the set of responses demonstrates an adequate ability to produce meaningful written language in the language of emphasis.
2. Scorers will be trained to consider the factors below for the letter and the essay. Responses to prompts must be related to the prompts. Off-topic responses will not be scored. The use of English words or phrases will be acceptable in responses to prompts only when there are no exact translations or common words or phrases in the language of emphasis for the English words or phrases.
 - I. Purpose
 - A. establishment and maintenance of a clear purpose
 - B. awareness of audience and task
 - II. Organization
 - A. unity
 - B. coherence
 - III. Development
 - A. appropriateness and adequacy of details for purpose
 - B. clarity of ideas
 - IV. Usage, Mechanics, and Sentence Structure
 - A. usage (e.g., tense formation, agreement)
 - B. mechanics
 1. spelling

- 2. capitalization
- 3. punctuation
- C. sentence variety
- D. word choice

Language specific notes follow:

Armenian: Responses in Eastern Armenian and responses in Western Armenian are equally acceptable.

Cantonese/Mandarin: In the outline of scoring factors, "character formation" replaces "spelling" (IVB1) and "capitalization" (IVB2). Responses using traditional characters and responses using simplified characters are equally acceptable.

Hmong: Responses in Green Hmong and responses in White Hmong are equally acceptable.

Khmer: In the outline of scoring factors, "spacing" replaces "capitalization" (IVB2).

Spanish: Factor IVB1 (spelling) includes written accents and diacritical marks (ü, ñ). Examinees will be expected to use standard Spanish.

3. For the translation, scorers will be trained to consider (a) the extent to which the translation conveys the significant information contained in the original passage and (b) the factors in IV above. Exact, word-for-word translations will not be required. The use of English words or phrases will be acceptable in the translation only when there are no exact translations or common words or phrases in the language of emphasis for the English words or phrases.
Language specific notes follow:

Armenian: Responses in Eastern Armenian and responses in Western Armenian are equally acceptable.

Cantonese/Mandarin: In the outline of scoring factors, "character formation" replaces "spelling" (IVB1) and "capitalization" (IVB2). Responses using traditional characters and responses using simplified characters are equally acceptable.

Hmong: Responses in Green Hmong and responses in White Hmong are equally acceptable.

Khmer: In the outline of scoring factors, "spacing" replaces "capitalization" (IVB2).

Spanish: Factor IVB1 (spelling) includes written accents and diacritical marks (ü, ñ). Examinees will be expected to use standard Spanish.

A summary of the key characteristics of each component in Test 6 is presented on the next page.

Summary of Test 6

A summary of the key characteristics of each component in Test 6 is presented in the chart below.

Characteristic	Component			
	Listening	Reading	Speaking	Writing
Stimulus	Lang of Emp Oral	Lang of Emp Written	prompts: English Oral & Written oral rdng: Lang of Emp, Written	English Written
Question & Options	Lang of Emp	Lang of Emp	NA	NA
Task	NA	NA	Lang of Emp Oral	Lang of Emp Written
Number of questions and/or tasks	18	25	4 prompts 2 oral readings	2 prompts 1 trans
Estimated testing time	15 min	45 min	15 min	60 min
Same materials for all language groups?	no	no	prompts: yes oral rdng: no	yes
Can all language groups take at same time?	not in typical lang lab*	yes	yes*	yes

*Listening and speaking could be combined and administered together for a single language group.